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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1443 H/ 2021 M**



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# AN ANALYSIS OF ENGLISH CLUB ACTIVITY ON HELPING STUDENTS' SPEAKING ABILITY AT SMK FARMASI IKASARI PEKANBARU

Thesis

Submitted to Fulfill One of the Requirements  
for Undergraduate Degree in English Education  
(S. Pd)



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**SUPERVISOR APPROVAL**

The thesis entitled *An Analysis of English Club on Students' Speaking Ability at SMK Farmasi Ikasari Pekanbaru* is written by Fitri Yanti, SIN. 11614200718. It has been accepted to be examined in the final examination by the Examination Committee of Undergraduate Degree and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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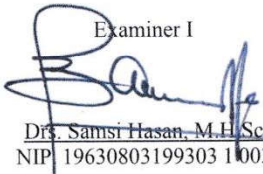
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
### EXAMINERS APPROVAL


The thesis entitled An Analysis of English Club Activity on Helping Students' Speaking Ability at Vocational High School Pharmacy Ikasari Pekanbaru written by Fitri Yanti, SIN. 11614200718. It has been accepted and approved by the examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau on Dzul Hijjah 20<sup>th</sup> 1442H/July, 30<sup>th</sup>, 2021.


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Finally, the researcher realizes that there are many shortcomings in this thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

Pekanbaru, July 1<sup>st</sup>, 2021  
The Researcher



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## ABSTRACT

**Fitri Yanti, (2021): An Analysis of English Club activity on helping Students' Speaking Ability at SMK Farmasi Ikasari Pekanbaru.**

This study aims to know, to explore and to describe how the English club activity on helping students' speaking ability and to know the English club activity is a suitable way to improve students' speaking ability. This research used qualitative as the research design. This research used questionnaire and interview to collect the data of the research. This research used purposive sampling for choosing the sample which contain of 40 students (all the member of English club) as a sample of this research. The result of this research are the students feel glad for joining the English club activity because from the result of questionnaire and interview we know that English club plays an important role for helping students to improve students' speaking ability. It is because in English club, the students can express their idea freely, and they can speak without feeling shy, and afraid for making mistake. In other hand, English club not only give them a motivation, more knowledge and experience, but also give them comfortable atmosphere for practice their speaking ability.

**Keywords: English club activity, Students' Speaking ability**





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**ABSTRAK**

**Fitri Yanti, (2021): Sebuah Analisis Dari kegiatan English Club Terhadap Kemampuan Berbicara Siswa Di Smk Farmasi Ikasari Pekanbaru**

Penelitian ini bertujuan untuk mengetahui , mengeksplor dan mendiskripsikan bagaimana kegiatan English club dalam membantu kmeningkatkan kemampuan berbicara siswa dan juga untuk mengetahui apakah English club adalah tempat yang cocok untuk membantu meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan metode penelitian kualitatif. Penelitian ini menggunakan Angket dan interview sebagai tehnik pengumpulan data. penelitian ini menggunakan purposive sampling untuk menentukan dan memilih sample, yang mana terdapat 40 siswa (semua anggota English club) sebagai sample dari penelitian ini. Hasil dari penelitian ini menunjukkan bahwa siswa merasa senang bergabung dengan kegitan English club karena berdasarkan hasil dari questionnaire dan interview menunjukkan bahwa English club memiliki peran yang penting dalam membantu siswa untuk meningkatkan kemampuan berbicara mereka. Karena di English club mereka bebas mengekspresikan ide, dan mereka bisa berbicara tanpa merasa malu dan takut. Dengan kata lain, English club tidak hanya memberikan mereka motivasi, pengalaman, tetapi juga suasana yang nyaman bagi mereka untuk berlatih berbicara bahasa Inggris.

**Kata kunci:** Kegiatan english Club, kemampuan berbicara siswa



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### ملخص

فطري ينتي، (٢٠٢١): تحليل عن نادي اللغة الإنجليزية لمهارة كلام التلاميذ بمدرسة إيكاساري الثانوية المهنية الصيدلية بكنبارو

هذا البحث يهدف إلى استكشاف أنشطة نادي اللغة الإنجليزية وتصديرها ووصفها على مهارة الكلام لدى التلاميذ، وإلى معرفة ما إذا كان نادي اللغة الإنجليزية هو طريقة صحيحة لتحسين مهارة كلام التلاميذ. وهذا البحث يستخدم تصميم الوصف الكيفي. وأيضاً يستخدم الاستبيانات لجمع البيانات وأسلوب العينة العشوائية الكلية لتحديد العينات حيث يكون عددها ٤٠ تلميذاً (جميع أعضاء النادي). وبناء على بيانات الاستبيانات عرف بأن التلاميذ يشعرون بأن هذا النادي له دور هام لتحسين مهارة كلامهم. وهذا النادي أيضاً يدعم التلاميذ للتحدث مع الأصدقاء والمدرسين باللغة الإنجليزية. ويشعرون بالفرح عند انضمامهم إلى نادي اللغة الإنجليزية يعطيهم الخبرات والعلوم، ويميل جو الفصل التدريبي في أنشطة نادي اللغة الإنجليزية إلى أن يكون أكثر سعادة وراحة بحيث يجعل التلميذ يهتم بممارسة التحدث باللغة الإنجليزية.

الكلمات الأساسية: نادي اللغة الإنجليزية، مهارة كلام التلاميذ.

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

In the teaching and learning process, there are should be four components include, one of the components is speaking. According to (Richards, 2008, p.22) the purpose of speaking is to Talk as interaction, talk as interaction is referred to as what we normally mean by conversation, and describes an interaction that serves a primarily social function. Students are required to speak a lot in the classroom of the learning process. As indicated by Putriani (2015, p.13) to give an opinion, to participate in the discussion, to present the course materials and many other academic activities are done through speaking. She also stated that speaking facilitates people to maintain a social relationship. Feeling, emotions, desire, and even curiosity could be expressed through speaking.

Rivers (1987) stated that through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even output of their follow students in discussion, skills, join problem-solving tasks or dialogue journals. On the other hand, in interaction students can use in the process of the language-all they have learned or casually absorbed-in real-life exchanges. In order to achieve the goals of speaking for the students, teachers, and related parties have responsibilities to increase and improve their student's speaking ability. Another way to increase and improve student's speaking ability not only through classroom activities but also it can be

through outside classroom activities. One of the programs outside the classroom activities that can increase and improve student's speaking ability is the English club as an extracurricular.

Extracurricular activity is a part of educational activity for students outside of the subject in an educational institution to support the educational process, which sometimes involves the role of teachers or instructors (Campbell, 1973). Generally, this outside activity is conducted to help the development of students based on their potential, talent, and interest needs.

Therefore extracurricular activity emphasizes the student needs of knowledge enrichment, potential development, and skill exercising outside of the classroom. Noor (2012) also stated that the main target of extracurricular activity is the maximum development of potential, talent, and interest along with that, it envisions the growth of student's independence and happiness that benefit themselves, family, and society. In addition, English extracurricular is a place for the students to increase or to develop their talent and interest. Generally, this sort of activity gives the opportunity for students to freely express themselves through independent or group activities under the direction of an instructor or teacher.

There are some reasons why English club activity can help learners increase and improve their English. The most important reason is that the English club offers learners a chance to practice English by actually speaking. English club is less formal than a classroom setting. Many learners find the English club more fun than the usual English classes. English clubs let

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learners practice English in more real-life situations. This can increase a learner's desire to practice English and learn on their own (Dierking, 2017). The good thing about creating an English club activity is giving chance to students to study English for fun and it is also a place for students to improve their English (Enroll, 2015). In addition, the English club provides an opportunity for English language learners to practice using English in a relaxed, informal environment, and to meet new people (Thomas Ewens, 2013).

One of the schools in Pekanbaru that provides an English club program or activity is SMK Farmasi Ikasari Pekanbaru. The school is located in Mawar street, Simpang Baru, Pekanbaru. This school uses curriculum 2013 as its source in the learning and teaching process. This school also provides an English course for the students. SMK Farmasi Ikasari has many extracurricular, one of them is the English club that is has a purpose to apply the English language in the classroom and in the environment. English club in this school has KKM about 75, for the students English club is as a choice for them, it means that student has a chance for joining the English club itself.

The English club has been existed since 2012 until now and they evaluate their students after the material delivered to them. The duration of the English club is about twice times for a month or 2 hours for one meeting on a Saturday morning at 07.30 AM.

The English club has 40 participants. The teacher is from school, but the coach is from outside the school. From the extracurricular, they have got



some achievements that are 4th winner in the storytelling contest, the first winner of the magazine in Sumatera, following the championship of TOEIC, and get 13th range.

Based on researcher preliminary observation in SMK Farmasi Ikasari Pekanbaru on February, 28<sup>th</sup> 2020, there were some students, who do not speak and they do not use English in the classroom during the regular classroom lesson. Based on the result of interviews with the teacher in SMK Farmasi Ikasari Pekanbaru, the researcher found some phenomenon: Some of the students were not interested to speak during the classroom activity but they were more active to speak when they were in the English club, Some of the students were not having an interaction during teaching and learning process but in the English club, they make a good interaction, Some of the students were shy to speak with their teacher and their friends but in the English club, they tend to make a conversation, Some of the students have ideas that they want to deliver, but they do not know how to speak and deliver it but in the English club, they get a chance to speak freely.

One of the extracurricular programs is English club. Based on Malu (2015:24), he stated that the point of the English club program held by school to give students chance to improve their English especially their speaking skill and have more closely aligned with the traditional curriculum by offering activities such as drama, speech, debate, band, chorus, and journalism.

There are some problem faced by the students when they speak, such as shy to speak, they do not know how to speak, they do not interested to speak, so the school provided the program that is English club activity to give

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them place for practice speaking. In the other hand we can conclude that English club activity is a solution for the students to improve their speaking ability.

Based on the phenomena that the researcher describes above, the researcher felt interested in investigating the problems above into research entitled “An analysis of English club activity as extracurricular on helping students’ speaking ability at SMK Farmasi Ikasari Pekanbaru”

## B. The Problem

### 1. Identification of the Problem

Based on the background there are some problems, which can be identified:

- a. Why some of the students do not speak during classroom activity but they more active to speak when they are in English club activity?
- b. Why some students do not interact during the teaching and learning process but in English club they make a good interaction?
- c. Why some students shy to speak with their teacher and friends but in the English club, they tend to make a conversation?
- d. Why some students have ideas that they want to deliver, but they do not know how to speak and deliver it?

### The Limitation of the Problem

Based on the identification of the problem, the researcher discovered there were some problems in this research, it is important for

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the writer to limit the problems in order to pay more attention to the specific problem, the researcher focus to investigate, explore and to describe how as English club activity on student's speaking ability at SMK Farmasi Ikasari Pekanbaru.

### Formulation of the Problem

Based on the problems depicted in the background, the researcher found a problem which can be identified:

- a. How is the English club as extracurricular at SMK Farmasi Ikasari Pekanbaru?
- b. Is the English club activity a suitable way to improve students speaking ability?

### C. Objective and Significance of the Research

#### 1. The objective of the Research

- a. The objective of this research is to explore, and to describe the English club as an extracurricular activity on student's speaking ability at SMK Farmasi Ikasari Pekanbaru.
- b. To know is the English club activity is suitable on helping students' speaking ability.

#### Significance of the Research

There are two significances of this research.

- a. This research can describe the English club activity as one of the ways to improve the students' speaking skill at SMK Farmasi Ikasari Pekanbaru.

- b. Hopefully, this research is able to benefit the researcher especially in learning how to conduct research

#### **D. Reason for choosing the Topic**

There were some reasons why the researcher interested in conducting this research. The reasons are as follows: First, the title of the research is relevant to the researcher status as students of the English Education Department. Second, the location of this research facilitates the researcher to conduct the research.

#### **E. Definition of the Key Terms**

There are so many terms that are involved in this research. In order to avoid misunderstanding to the terms used in this research, thus, the researcher provides the definition of all terms in this research as follows;

1. English club is one of the extracurricular activities in SMK Farmasi Ikasari Pekanbaru where carried out one (on Saturday) a month outside the hours of the learning and teaching process. Based on (Noor, 2012) the main target of extracurricular activity is the maximum development of potential, talent, and interest along with that, it envisions the growth of student's independence and happiness that benefit themselves, family, and society.
2. According to Kalayo (2007,p. 141), speaking ability is the measure of knowing language which involves mechanics (pronunciation, grammar, vocabulary) using the right words in the right order with the correct pronunciation. In this research, the speaking ability which is conducted is deal with mechanics.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### The nature of English club

Extracurricular is a program that is no part of the course that a student doing at school, the main reason for the establishment of an extracurricular program to accommodate or give spaces for students in developing their talent and interest. The point of the English club program held by the school is to give students a chance to improve their English especially their speaking skills and have more exposure and time in learning English because they do not get extra time in a regular class.

Basically in Indonesia, the English club already exists from elementary school until senior high school with the aim that students can develop their talent, interest, and their potential. As stipulated in the regulations that are made by the minister of education and culture of the Republic of Indonesia number 62 of 2014 concerning extracurricular activity from elementary school until senior high school.

The process of extracurricular activity is a way to actualize the potential of creativity for the students. In this era, an English club is a place or a way to actualize the potential of creativity for the students. This is evidenced by most of the school have been implemented the English club in their school for increasing students' ability. As stated by Mulyasa (2007, p. 23) is one kind of activity that is done outside the classroom





activities, this kind of activity is held regularly and have a purpose to support and improve the students' competence. English extracurricular is a group activity that generally takes place every week to practice. Sometimes, this activity also involves the rules of the teacher or instructor during the activities (Campbell, 1973). Generally, this outside activity is conducted to help the development of students based on their potential, talent, and interest need. Therefore, extracurricular activity emphasizes the student needs of knowledge enrichment, potential development, and skill exercising outside of the classroom.

According to Noor (2012), extracurricular can be the right place provided by the students so they can develop their potential, talent, and interest-based on activities they have done in an extracurricular. Generally, this sort of activity allows students to freely express themselves through independent group activities under the direction of an instructor or teacher. Besides, by the students develop their potential, talent, and interest, they can improve their cognitive, affective, and psychomotor skills as the main goal of those activities Suryosubroto (2014, p. 28). Extracurricular have some programs, one of the programs is the English club. An English club is a place for language learners to use English in a casual setting.

Practicing skills in the classroom is important, but it is not like real life. In the classroom, students often focus on one skill and one item, but in the English club, students will get a chance to practice many different skills in a setting that is more like real life. So, the English club will require students to speak more clearly and listen more carefully.

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Kathleen and Bryce (2015, p. 11) stated that the English club is a kind of extracurricular activity that held regularly where the people gathered to practice their English skills including speaking, listening, reading, and writing. Besides, Kurniawan (2010, p. 2) describes the further benefit of English club activities, he stated that while the students regularly gathered to practice their skills, they can also improve their achievements especially their speaking skill. From the statement, we can conclude that an English club is another way to improve speaking outside the regular classroom activity. The statement by Kathleen and Bryce (2016, p. 11) said that the primary goals of English clubs are communicating and practicing English. English club may incorporate reading, writing, listening speaking, and critical thinking.

An English club extracurricular is a small class, teachers, the frequency of meeting, learning resources, environment, and the students' motivation. The emphasis of the English club is on exposure to the English language rather than the development of a strict set of English skills Afia, (2006). English club means a club for people who are interested in English language practice. The existence of an English club is very helpful for foreign language learners. It is because they will have enough opportunities to use the target language in real communication continually.

### **The Benefit of the English Club**

As a program, the English club also has some benefits, according to Enroll( 2015), the English club also give benefits as follow:

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- a. Enhancing communication and collaboration. This is made possible since, in the English club, participants should communicate with each other in groups and with the participant from the other group.
- b. Fostering creativity and innovation. By joining the English club, the participants should be creative and innovative in dealing with the group performance they should do.
- c. Encouraging autonomous learning.
- d. Creating an atmosphere of ease and relaxation where any activities should be carried out in a fun and enjoyable way.
- e. Cultivating good hobbies and habits and making new friends.

Another advantage of an English club is from Galanes and Adams, as follows:

- a. The English club members more enjoy fellowship and companionship.
- b. The students receive moral and emotional support for their views
- c. Get passion to not reticence
- d. The English club will most likely have access to much more information.
- e. Get the same turn to speak.
- f. More pleasant and suitable than regular class (English class)
- g. Get new vocabulary, knowledge, and information when interlocutor speaking.

#### Activities in English club

According to Kathleen (2016), there are some activities in the English club:



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#### a. Skits

Skits include conversations between two or more people and can be humorous or serious. In some countries, these are called “drama”.

#### b. Role Plays

Role play is similar to skits; the main differences are that many members can participate in role plays, and role-plays do not use a script. Each role-plays is different because the role play depends on the interpretation of each person who plays the assigned role.

#### c. Debate

When used in a structured format, debate enables members to present two sides of controversial issues. Information and personal experiences can emerge from debates that may challenge club members to reconsider points of view without forcing them to adapt, change, or assume a position or opinion they disagree with.

#### d. Social change

Social change activity is the most important activity that a community-based English club can perform. Social change begins when club members discuss issues that are critical in their communities.

### The Nature of Speaking

#### a. Definition of Speaking

In general, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols. Speaking

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is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to use a language.

As a productive skill, speaking is a very important process that helps to evaluate learners' proficiency in the target language. Further, of learners who are studying English as a second or foreign language, it is very significant to experience real communicative situations where they can express their feelings, opinions, and to develop their oral fluency and accuracy which are very essential for the achievement of second language communication.

Various definitions of speaking are stated by some experts. Long and Jack (1987:189) stated that speaking is a complex set of abilities that involves many components; including pronunciation, listening, and grammar skills. By mastering the components involved in speaking, speakers can produce a well-spoken language. Then, according to Bygates (in Nunan, 1987:40), speaking can be characterized in term of routines, which are conventional ways of presenting information which can either focus on information or interaction. It means that is a convenient way of communication habitually done by the speaker and interlocutor to give or receive information. Besides, Weir (1993:35) states that speaking involves the ability to satisfy two particular demands, processing condition, and reciprocity condition. The processing condition is concerned with the

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speech taking place under time pressure, and the reciprocity condition is concerned with interpersonal interaction between speaker and interlocutor. On the other hand, the ability to speak English is achieved if the speaker and interlocutor understand the context of the interaction happening.

Moreover, speaking is the active use of language to express meaning so that other people can make sense of them. Cameron (2004, p. 40). In speaking, the speaker and interlocutor emphasize the meaning of what each is saying so that they understand one another. It is also supported by Jie (1999) who says that the use of language is more important than knowing the usage of language. When speaker and hearer are interacting or communicating orally, each focuses on the use of the language not the usage of the language. On the other hand, communication is good when the speaker and interlocutor understand one another.

Furthermore, speaking is the process of buildings and sharing meanings through the use of verbal and non-verbal symbols, in a variety of contexts (Chaney in Kayi, 2006). It means that spoken language consists of both verbal and non-verbal language to share meanings in various contexts between speaker and interlocutor. From all statement above, we can conclude that speaking is one of the productive skill which is the ability in using language orally through sound to present information, produce ideas, express meaning for interacting with another member of the community which involves



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many components; including pronunciation, listening, and grammar skills both in verbal and non-verbal of a variety context.

Every student is expected to have good English communication skills when they complete their study. To process a good communication skill in English, the students, however, need to practice their English over and over by taking opportunities to do some communicative activities both in outside of the classroom. According to Wahyudi (2013, p. 1), many communicative activities can be done by the students to improve their speaking skills such as making dialogue, oral presentation, small-group discussion, debate, and game. By doing such activities, it will gradually improve their speaking ability and lead them to communicate more effectively and fluently in English. In short, the more they do communicative activities, the more fluent their English is.

Study English without practice is useless. Through speaking, students can express their minds, ideas, and thought, and spontaneously. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. Speaking is a productive skill. It is a mental process quoted by O'Grady, (2000, p. 310). The mental process is also called "a process of thinking". We used the word, phrases, and sentences to convey a message to a listener. Generally, students need

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to recognize that speaking involves three areas of knowledge (Burnkart: 1998):

- 1) Mechanics (pronunciation, grammar, and vocabulary): using the order of the right word with the correct pronunciation
- 2) Functions (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction relationship building).

#### Teaching Speaking in English Club

According to Wahyudi (2013, p. 14), teaching speaking is one of the concerns of anyone who is in charge of teaching English. Many questions on how to make the learners initiate and develop self-esteem, how to use appropriate language, and how to negotiate or interact conversationally, may continually appear. As suggested by Brown and Nation (1997) that the goal of teaching speaking skill is communicative efficiency. In teaching speaking, teachers should teach the students some steps are: speak clearly and expressively about their ideas. The teacher should know the characteristic of successful speaking activity. Ur (1996, p. 51) stated the characteristic of a successful speaking activity:

- a. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learners talk or pauses.

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- b. Participation is even. Classroom discussion is dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly distributed.

Motivation is high. Learners agree to speak; because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a talk objectively.

Language is an acceptable level. Learner express themselves in utterance that is relevant easy comprehensible to each other, and an acceptable level of language accuracy.

In teaching speaking, the teacher has to emphasize the efficiency of oral communication so that the use of language works well rather than the usage of the language, to support this idea, Hughes (2003) mentions, the objective of teaching spoken language is the development of the ability to interact successfully in that language, and that this involves comprehensions well as production. In other words, teaching speaking aims to enhance the capability of interaction in comprehending and producing the language. Besides, Kayi (2006) states that teaching speaking is a very important part of second language learning that the capability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. It means that English mastery is very important for the learners in terms of speaking, which may result in the success of both students' learning and students' life in the coming time.

According to Nunan (in Kayi, 2006) explains teaching is to teach English second language to:



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- a. Producing English speech sounds and sounds patterns.
- b. Using word and sentence stress, intonation patterns, and the rhythm of the second language.

Selecting appropriate words sentences according to the proper social setting, audience, situation, and subject matter.

Organizing their thoughts in a meaningful and logical sequence.

Using languages as a means of expressing values and judgments

Using the language quickly and confidently with few unnatural pauses as called fluency

According to Wahyudi (2013, p. 2), the conclusion can be made that the primary goal of teaching speaking English is communicative efficiency particularly in language production, in which the use of language is emphasized rather than the usage of language.

## 6. Speaking Assessment

Assessment is one of the most important parts of teaching speaking because from the assessment we can know how far the progress of students after teaching and learning process. The assessment also can be a tool for access the students' ability or to score students' abilities. According to Wahyudi (2013, p. 3) stated that assessment is essentially done by the teacher teaching particularly in teaching and learning speaking to know the achievement of teaching and learning activities.

According to Hughes (2003) assessment is formative when teachers use it to check on the progress of their students, to see how far they have

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mastered what they should have learned, and then use this information to modify their future teaching plans. Hughes (2003) also stated that whatever test or testing system we then create should be one that:

- a. Consistently provides accurate measures of precisely the abilities in which we are interested.
- b. Has a beneficial effect on teaching
- c. Is economical in terms of time and money.

Moreover, he also explains that there are some purposes of testing as the following:

- a. To measure language proficiency
- b. To discover how successful students have been in achieves of a course of study.
- c. To diagnose student's strengths and weaknesses, to identify what they know and what they don't know.
- d. To assist the placement of students by identifying the stage or part of the teaching program most appropriate to their ability.

Then O'Malley (1995) explains that the oral language of English language learners typically assessed for one of three purposes:

- a. For initial identification and placement of students in need of language-based programs such as ESL or Bilingual Education.
- b. For movement from one level to another within a given program, (e.g., beginning to intermediate levels of ESL).

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c. For placement out of an ESL/ bilingual program into a grade-level classroom.

d. Information transfer: question on a single picture.

In accessing students' speaking skill, Bachman (1996, p. 44) discusses what actually the tests of speaking include are:

- a. A set of elicitation procedures, including a sequence of activities and a set of question types and topics.
- b. A measurement scale of "5" on which sample of the oral language obtained via the elicitation procedures is rated.

According to Dedi (2013, p. ), there are some purposes in testing speaking:

- a. To find out how far the students have achieved the objective of a course during one semester.
- b. To identify the students' progress during one semester, both in strength and in weakness.
- c. To assess the students' ability or to score the students' ability.

#### 7. The Component of Speaking

According to Vanderkevent (1990), there are three components in speaking:

##### a. The speakers

Speakers are people who produce the sound. They are useful as a tool to express opinions or feelings to the hearer.



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**b. The listener**

Listeners are people who receive or get the speaker's opinion or feeling.

**The utterances**

The utterances are words or sentences, which are produced by the speakers to state the opinion.

According to Harris (1969, p. 81), there are at least five components of speaking, such as pronunciation, grammar, vocabulary, fluency, and comprehension.

**1) Pronunciation**

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language. According to Richard, et al (2002, p. 429), pronunciation is the way a certain sound or sounds are produced. Harum Natasha (2001, p.3) stated that we need to be careful of pronouncing the sounds of English words both vowel-consonant so that we could be used to it in speaking. It means that we have to pronounce the word clearly and correctly to make good communication between the speaker and the hearer.

**2) Grammar**

Lynne (2001, p. 98) stated that grammar is necessary to express precise meanings in discourse. Grammar also needed for students to arrange a correct sentence in conversation, this statement is supported

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by the explanation suggested by Heaton (1978, p. 5) that students' ability to manipulate the structure and to distinguish appropriate grammatical form inappropriateness.

3) Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, the students cannot communicate effectively or express their ideas both oral and written form.

4) Fluency

Richard et al (2002, p. 204) stated that fluency describes a level of proficiency in communication, which includes:

- 1) The ability to produce written and/or spoken language with ease
- 2) The ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar
- 3) The ability to communicate ideas effectively
- 4) The ability to produce continuous speech without causing comprehension difficulties or a breakdown of communication.

5) Comprehension

Comprehension is how to produce or understand the meaning of what the speaker says of something and as listener be able to respond to the conversation.

**B. The Relevant Research**

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As a novice in the term of conducting research, the researcher needs to find some research that has a resemblance to this research by compiling and analyzing it to reveal something that can help the researcher. Syafi'i (2013:94) stated that the use of relevant research is to avoid the plagiarism of the design also the finding of the previous research. Then, the researcher pointed out some previous research relevant to this research.

The first relevant research was conducted by a lecture in STKIP PGRI Pasuruan Ninik Suryatiningsih in 2015. The research entitled "Chemistry English Program at Ramapati Radio Station for the Students' Speaking Skill Improvement". In this research, the researcher is used the descriptive study as the research design and used documentation and questionnaire as the research instrument. The researcher took the second semester of STKIP PGRI Pasuruan as the sample of the research. The researcher also described the students' frequency of participation in this program.

The second relevant research was done by Zulhenmindra in 2018. The research entitled "Promoting English Program as an Extracurricular Activity for Young Learners: Suggested Procedure at IAIN Batusangkar". This research introduced a format that can be applied by teachers, tutors, facilitators, and practitioners of English club for young learners and the procedure as well which will give the members of the club a wide range of practice which will contribute to the members' ability to communicate in English.

The third relevant research was done by Do Vu Hoang Tam and Nguyen QuangNgoan in 2017. This research is entitled "Students' Needs for



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and Assessment of English Club Activities at QuyNhon University”. This research present to investigate the result of an investigation into English students’ need for an assessment of QNU English club activities based on five prime aspects including academic, entertaining, managing, financial support, and career-oriented activities. The results show a variety of students’ needs, such as the needs for the inclusion of IELTS-related skills, eloquent content, English-subtitled films, outdoor extracurricular activities with the participation of native speakers.

The fourth relevant research was conducted by Dr. Elsadig Ali Elsadig Elnadeef and Dr. Ayman Hamad ElneilHamdan Abdala in 2019. This research is entitled “The Effectiveness of English Club as Free Voluntary Activity Strategy in Fostering Speaking Skill in Saudi Arabia Context”. This study investigates the significance of the English club in fostering speaking skills in the Saudi Arabia context.

This study aims to identify the advantages of activating the English club in promoting speaking skills and raising university English teachers’ awareness of the importance of using it. The method used was the descriptive-analytic method and used a questionnaire for the instrument of the research. The population of the research was chosen randomly from the English language students a Collage of Art and Science-Dhahran Aljanoub, King Khalid University. It consists of forty-five students who majoring in management and computer sciences.

The fifth relevant research was conducted by Angel Helen Pereira, Kemboja Ismail, and Zarina Othman in 2013. This research entitled “A Model

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for the Malaysian English Language Club Activities”. This research is based on a qualitative study conducted in the East Malaysian state of Sarawak. This research used an interview as an instrument of the research and took ten teachers-advisors.

The sixth relevant research was conducted by RanwaKhorsheed, DareenAssaf, and Abdulaziz Al-Dammad from the Arab International University of Syria in 2019. This research is entitled “Effect of Creating an English on Intermediate Learner’s Attitudes and Linguistic Achievement”. This research is used questionnaires for the instrument and took a sample of 75 learners registered at the FLC. The questionnaire aimed to assess their general attitudes towards the FLC English courses, measure their motivation level, and define their linguistic needs.

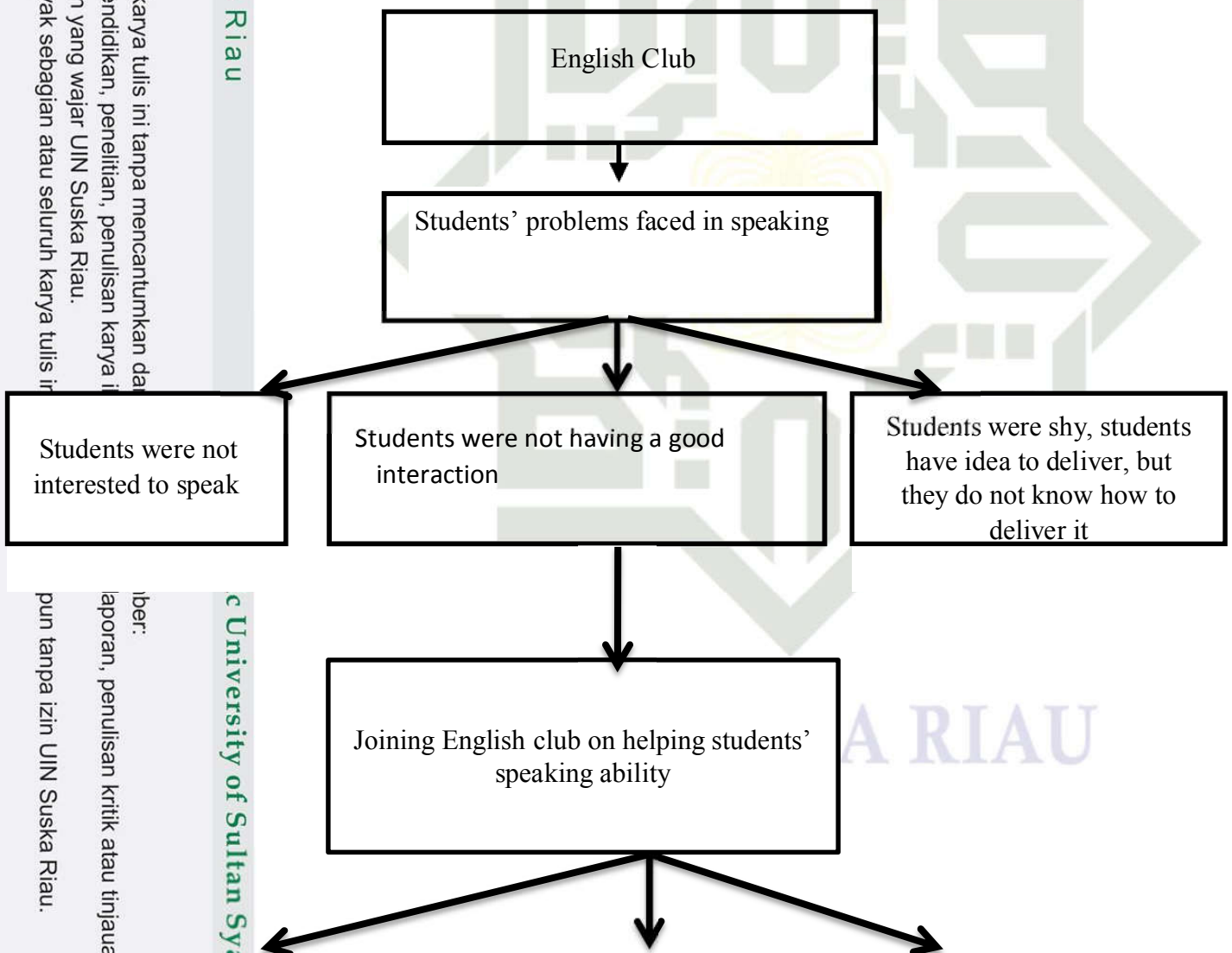
The results are most of the students stated that learning English would help them meet foreign people and explore western culture and art. 63 % of the students preferred allocating more time to study other subjects related to their major than allocating it to study English. On the other hand, 50 % of the students have also confessed to having a lack of confidence and feeling of embarrassment when attempting to speak or participate during English classes.

#### C. Conceptual Framework

A conceptual framework is a concept that is used to avoid misunderstanding and misinterpreting in scientific study. According to Syafi’i (2018, p. 103) “operational concepts are derived from related theoretical concepts on all the variables that should be practically and empirically

operated in an academic writing a research paper”. In this research, the researcher will focus on the English club as an extracurricular activity on helping students’ speaking ability. Here some indicators of English club based on Malu (2015,p. 9), he mentioned several indicators of English club as follows:

#### CONCEPTUAL FRAMEWORK OF ENGLISH CLUB ACTIVITY





Students would have feel confidence to speak, feel comfortable atmosphere, having an interpersonal skill.

Students would have chance to practice English

Indicators of English club

- feeling
- facility
- network learning

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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Design

The design of this study was descriptive qualitative. According to Aryal (2010:419) qualitative approach used word and picture to answer question rather than numbers and statistics. The data of this study was interpreted in the form of words. This is suitable for this research which aimed to describe and to explore the English club on students' speaking ability. According to Creswell (2012) stated that qualitative research is a type of education research in which the research consist of collecting data using a form with general, emerging question, gathering word or image data, and collecting data from a small number of individual or sites.

According to Nunan (1992), descriptive qualitative research refers to a method to explore, describe, and understand the meaning of a case. The data does not describe the number. Based on explanation above it can be conclude that qualitative research method which use descriptive and the data result served in form of words or pictures without using of statistic. Thus, in this research the researcher used descriptive method as research design because in this research the researcher want to describe how the English club activity on helping students' speaking ability at SMK Farmasi Ikasari Pekanbaru.

## Hak Cipta Dilindungi Undang-Undang

### B. Setting of the Research

The English club activity during pandemic situation at SMK Pharmacy Ikasari Pekanbaru runs through online or virtual learning. They made a group discussion using zoom meeting and they used whatsapp room application to discuss the material. This research was conducted at Vocational High school Pharmacy Ikasari Pekanbaru from January until February, 2021 in academic year 2020/2021.

### C. Participant of the Research

The participants of this research were English club supervisor and students who joined in English club. The selection of participants used purposive sampling, whereas the participants selected are who have competencies match with the data needs. According to Patton, as cited in Creswell (2012), to understand the major phenomenon, the researcher chose the informants intentionally. Therefore, individuals that fill up parameters are needed so that data can be obtained. The parameters are:

Knowing the policy of English club activities

Direct involvement as coordinator/person in charge of English club activities

Knowing the course of English club activities

Taken part in coordination English club activities

From the parameters above, the researcher subjects who are considered

fulfilling the characteristics were:

English club supervising teacher

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English club supervising teacher was a companion and supervisor for English club activities so it was considered capable to provide a lot of information needed by researcher to explore the English club activities.

Students

Students become a research subject because they were active participants in English club activities. Here the researcher took 40 students.

#### D. The technique of the Data Collection

##### Questionnaire

According to Keinath and Neuner questionnaire is a set of printed or written questions with a choice of answer, devised for the purpose of a survey or statical study. In this research the researcher used 15 questions adapted from Kasmalinda (2011) related with the indicators of English club activity with the 5 points linkerd scale questionnaire which includes the items: “Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree”.

Nowadays, we are facing about Covid 19 problem, where the teaching and learning process was temporarily canceled and replaced with the teaching and learning process through the online learning process, so it was affected to the researcher when the researcher wants to collect the data of the research. Therefore, the researcher used another option to collect the data by using the google form (Questionnaire) online and direct questionnaire as an alternative way in the pandemic situation.

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This research used a questionnaire as the technique of collecting the data. According to Wilson and Mclean in Cohen et al (2005, p. 317), a questionnaire is a widely used and useful instrument for collecting survey information, providing structured numerical data, and being able to be administrated without the presence of the researcher, and often being comparatively straightforward to analyze. Supported by Zulhidah (2014) which said the questionnaire is a series of written questions a researcher supplies to subject and requesting their response.

In this research the researcher used the questionnaire with two indicators: the first indicator that was applied is by asking the students about how the English club on students' speaking ability at SMK Farmasi Ikasari Pekanbaru, the second indicator that was applied by asking them about the benefit of joining the English club. The data from the interview will gather through several steps.

**Questionnaire Guidelines**

1. Preference
2. Feeling
3. Frequency
4. Facility
5. Method of learning

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**Table III.1**

**Blue print of students' questionnaire**

No	Indicators	Number of Item	Item numbers
1.	Preference	3	1,2,5
2.	Feeling	3	6,7,8
3.	Frequency	3	12,13,15
4.	Facility	3	4,10,11
5	Method of learning	3	9,14,3

**1. Interview**

After collecting the data from questionnaire the researcher did an interview by video call with the teacher of English club activity to get the official document and to get the deeper information participant's personal information related to the English club activity on helping students' speaking ability. Interview is a method to collect information from people is referred to as interview. Another precise definition is that occurs when researchers ask one or more participants general, open-ended questions and record their answer (Creswell, 2012). For the interview, the researcher used free interview. The free interview do not need to prepare an answer but respondent are free to express their opinion (Sudjana, 2007). It provides for both researcher and the participants to discuss in more free.

**Interviews' guideline questions**

**a. The facility of English club**



## b. The method of the learning of English club.

### E. The technique of the Data Analysis

The researcher used the formula from Sudjana in Janna 2019:20) to measure the percentage of the answer of the questionnaire, the formula as follow:

$$P = F/N \times 100$$

Which:

P : Percentage

F : Frequency

N : Number of Sample

100% : Constant Value

According to Lodico et al (2006:301) stated that data collection and data analysis in qualitative research is inductive processes which means that numerous small pieces of data are collected and gradually combined or related form broader, more general descriptions and conclusion. In short, data analysis is process to analyzed data which have been collected. Meanwhile, Miles and Huberman in Sugiyono (2018:246) stated that the activities in qualitative data analysis were carried out interactively and continued until finished, so that the data was saturated.

Activities in data Analysis as follows:

### Data Reduction

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According to Sugiyono (2018:247) “Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns:.

**Data Display**

According to Miles and Huberman in Sugiyono (2018:249) “the most frequent form of display data qualitative research data in the past has been narrative text”. Meanwhile, Lele (2019:35) says that “the purpose of narrative text is that the researcher described previously classified information then conclusions were presented in narrative text form. It analyzed and described the data qualitatively”.

**3. Conclusion Drawing**

According to Miles and Huberman in Sugiyono (2018:252) “the third step in qualitative analysis is drawing conclusions and verifications. The researcher drew the conclusion and verify by looking for the meaning symptom obtained from the objective of this research.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The researcher found how the English club on students' speaking ability.

The result of the first research question is show that English club is important to increase students' speaking ability. Based on data gathered and analyzed from questionnaire, it can be concluded that English club gave positive effect to the students. Most of students perceived that they prefer practicing in English club than regular class, it is because the students can practice English club without feeling afraid, motivate them, exchange their opinion through English club.

2. The second research question is to answer the question that is English club activity suitable way to improve students' speaking ability. Based on the data finding it can conclude that English club is suitable way to improve speaking ability, it can be seen from the management of time and the material was given from the English club.

#### B. Suggestion

By the research the researcher hopes, the researchers suggest to the teachers to manage well their activities to facilitate the students in studying English club such as a fun and comfortable environment for the students. For the students, the researcher suggest to the students have to take benefits of the English club program to improve students' speaking ability. Students should



more active to practice and drill the speaking ability in English club activities. For the further researchers, it is suggested to study conduct further analysis considering this topic with a larger scope of respondents.

The researcher also hopes that this study can be used as additional reference by other researchers or the schools that do not have English club yet. For the school that already used English club, they should be more attention with the facility and the material. The researcher also hope for herself that she can apply the knowledge that she got from this research, and explore more advantages from English club in a wider environment and be a better researcher in the future.

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PROGRAM KERJA ENGLISH CLUB

SMKF IKASARI PEKANBARU

TP: 2020 - 2021

A. Rasionalisasi

Pendidikan adalah indikator kemajuan bangsa. Salah satu sarana dan prasarana pendidikan formal di Indonesia adalah sekolah. Sekolah terdiri dari berbagai jenjang pendidikan, salah satunya adalah Sekolah Menengah Kejuruan. Pada Sekolah Menengah Kejuruan, pendidikan tidak berfokus kepada kemampuan siswa untuk mengaplikasikan ilmu yang didapatnya. Di antaranya digunakan untuk melanjutkan pendidikan ke perguruan tinggi atau terjun ke masyarakat. Untuk itu, dibutuhkan bekal atau kemampuan di antaranya kemampuan berbahasa Inggris.

Program SMK yang sudah menjadi kebijakan Kepala SMK dengan meningkatkan kualitas pendidikan khususnya kemampuan berbahasa Inggris bagi peserta didik, maka dari itu perlu dibentuk suatu wadah dalam hal ini adalah English Club. Keberadaan English Club di SMKF Ikasari ini merupakan pelopor untuk program-program berbahasa Inggris. English Club diharapkan mampu menampung potensi siswa yang mempunyai bakat dan minat dalam bahasa Inggris.

B. Tujuan

Tujuan Jangka Panjang

Membuat siswa, guru dan komunitas SMKF IKASARI dapat menggunakan Bahasa Inggris secara baik dan benar dalam rangka mempersiapkan diri menghadapi era globalisasi, perdagangan bebas dan masa depan yang cerah.

Tujuan Jangka Pendek

1. Meningkatkan kemampuan siswa dalam berkomunikasi menggunakan bahasa Inggris dengan baik dan benar
2. Menerapkan kemampuan berkomunikasi dalam Bahasa Inggris melalui pembiasaan

C. Strategi Pencapaian

1. Mengadakan kegiatan EC bagi siswa satu kali dalam sebulan
2. Mengaktifkan penggunaan Bahasa Inggris pada saat jam pelajaran bahasa Inggris
3. Mengadakan lomba dan mengikuti lomba
4. Melakukan evaluasi

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YAYASAN UNIV RIAU

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Telp. 0761 8417175, Fax: 0761 8417176, Email: smkf.ikasari@yahoo.com  
PEKANBARU – RIAU

NSS: 61.209.6005.001  
NPSN: 10404458  
Akreditasi: A



## D. Program Kegiatan

No	Kegiatan	Kegiatan		Waktu
		Pengembangan Diri English Club		
		English Club		<ul style="list-style-type: none"><li>• Inviting Native Speaker ( Bule)</li><li>• Conversations</li><li>• Permainan bahasa</li><li>• Debate</li><li>• Speech</li><li>• Story telling</li><li>• Scrabble</li><li>• News reading</li><li>• Singging</li><li>• Out Door practice</li></ul>
2.	English Wall Magazine		Mengumpulkan article, tulisan karya siswa, puisi, cerpen, puzzle dll yang menggunakan bahasa inggris. Dipublikasikan satu bulan sekali	Satu bulan satu kali
3.	English Corner Library		Siswa Menyediakan buku-buku berbahasa inggris dan menyumbangkan satu buku berbahasa inggris (buku bebas)	Satu semester satu kali

## E. Jadwal Kegiatan

Hari : Sabtu

Jam : 7.30 s/d 10.00

Tempat : Kelas X1. Farmasi

Struktur Organisasi English Club periode 2020- 2021

Pembina : Siti Hardiyanti, S.Pd

Pembimbing : Rica Handayani, S.Pd

2. Di larang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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## LEMBAR PENILAIAN EKSTRA KURIKULER

Kelas / Semester : X.1 FARMASI  
Jenis Sekolah : ENGLISH CLUB

Tahun Pelajaran : 2020 - 2021

JIN	Nama Peserta Didik	NIS	L/P	Nilai	
				Angka	Predikat
Ka Rian	KAYLA NAJWA			91	A
	ROZA FITRI			85	B
	Rata-rata				
	Nilai Tertinggi				
	Nilai Terendah				

Nilai : 90-100 = Amat baik  
75-89 = Baik  
60-74 = Cukup

Mengetahui :  
Pembina Eskul

Pekanbaru, November 2020  
Pembimbing Eskul

(Siti Hardiyanti, S.Pd)

(Fitri Rahmatilla)

Menyetujui :  
Waka  
Kesiswaan

Sumetri Elona,S.Pd

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Tahun Pelajaran : 2020 - 2021

Nilai : 90-100 = Amat baik  
75-89 = Baik  
60-74 = Cukup

Pekanbaru, November 2020  
Pembimbing Eskul

(Fitri Rahmatilla)

**Hak Cendekiawan**

**Undang-Undang**

**Rela**

**denis**

**No**

**1**

**2**

**3**

1. Diarangk mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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Kelas / Semester : X.4 Farmasi  
Jenis Sekolah : ENGLISH CLUB

Kelas / Semester : X.4 Farmasi

Nilai : 90-100 = Amat baik  
75-89 = Baik  
60-74 = Cukup

Pekanbaru, November 2020  
Pembimbing Eskul

(Fitri Rahmatilla)

Menyetujui :  
Waka  
Kesiswaan

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Akreditasi : A

Kelas / Semester : X.5 FARMASI  
 Jenis Sekolah : ENGLISH CLUB

Kelas / Semester : X.5 FARMASI

Nilai : 90-100 = Amat baik  
75-89 = Baik  
60-74 = Cukup

Pekanbaru, November 2020

(Fitri Rahmatilla)

Menyetujui :  
Waka  
Kesiswaan

Hak Cendekia	
Hak Cendekia	
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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.	
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Timestamp	What is your name?	Which class are you?	English club is useful in practicing my English speaking. (English club berguna dalam melatih kemampuan berbicara saya)	English club encourage my willingness to practice speaking. (English club mendorong saya untuk berlatih berbicara)	Practicing speaking in English club is fun. (Berlatih berbicara di English club itu menyenangkan).	English club is important to increase my speaking ability! (English club penting untuk meningkatkan kemampuan berbicara saya)
3/20/2021 12:51:04	Ariska Anggun Pertiwi	XI Chemical Industry	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)
3/20/2021 12:58:18	Aulia Fitriyuni	XI Chemical Industry	N (Neutral/ Netral)	N (Neutral/ Netral)	A (Agree/ Setuju)	A (Agree/ Setuju)
3/20/2021 14:06:10	Yulia afa	XI 2 Farmasi	N (Neutral/ Netral)	N (Neutral/ Netral)	A (Agree/ Setuju)	A (Agree/ Setuju)
3/20/2021 18:47:23	SITI MUTIAH PUTRI	XI 4 FARMASI	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)
3/20/2021 21:06:15	WIRDA CANTIKA J	XI 3 pharmacy	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)
3/21/2021 12:05:48	ANGGUN SUICI RAMADHANI	XI 5 FARMASI	A (Agree/ Setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)
3/22/2021 0:04:21	Alia Afra Alhad	XI 5 Farmasi	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)
3/23/2021 10:15:38	Marella	XI 5 Farmasi	A (Agree/ Setuju)	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)
3/23/2021 13:43:49	Revina Wulandari	XI 4 Pharmacy	A (Agree/ Setuju)	A (Agree/ Setuju)	N (Neutral/ Netral)	A (Agree/ Setuju)
3/23/2021 13:57:40	Febriyanti wulandari	XI 5 Farmasi	A (Agree/ Setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)
3/23/2021 14:11:38	AURA SALSABILA NAZFIHA	11 KIMIA INDUSTRI	A (Agree/ Setuju)	N (Neutral/ Netral)	A (Agree/ Setuju)	A (Agree/ Setuju)
3/23/2021 14:15:47	Delpariza Rafidha	XI 2 farmasi	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)	N (Neutral/ Netral)
3/23/2021 14:58:27	Aisyah Wan Sanjani	Eleven	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)
3/23/2021 15:11:50	ADE SIREGAR	XI 1 farmasi	A (Agree/ Setuju)	N (Neutral/ Netral)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)
3/23/2021 15:14:35	Giovanni Ariana	XI 4 Pharmacy	A (Agree/ Setuju)	A (Agree/ Setuju)	N (Neutral/ Netral)	A (Agree/ Setuju)
3/23/2021 15:17:16	Erra manisa putri	XI 2 Farmasi	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)
3/23/2021 15:23:38	Canty Cemili	XI 5 Farmasi	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)
3/23/2021 15:56:42	adherita nayasha shalsabilla	xi kimia industri	N (Neutral/ Netral)	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)
3/23/2021 16:20:53	Khairani	X6 farmasi	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)
3/23/2021 17:01:58	AURA SALSABILA NAZFIHA	11 KIMIA INDUSTRI	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)
3/23/2021 17:38:11	Marella anggara putri edhiesa	11.5 pharmacy	SA (Strongly Agree/ Sangat setuju)	N (Neutral/ Netral)	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)
3/23/2021 17:38:39	Delpariza Rafidha	XI 2 farmasi	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)
3/23/2021 17:49:13	Tiara Shena Viranda	XI 3 Farmasi	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)	N (Neutral/ Netral)
3/23/2021 18:06:20	putri shandeli sinaga	XI 4 Farmasi	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)
3/23/2021 19:13:44	Leonny Anastasya Es	XI 2 Farmasi	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)	SA (Strongly Agree/ Sangat setuju)
3/23/2021 20:45:45	Yulia afa	XI 2 farmasi	A (Agree/ Setuju)	A (Agree/ Setuju)	SA (Strongly Agree/ Sangat setuju)	A (Agree/ Setuju)
3/23/2021 21:16:31	Revina Wulandari	XI 4 Pharmacy	A (Agree/ Setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)	A (Agree/ Setuju)

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## ENGLISH CLUB ACTIVITIES SMK IKASARI PEKANBARU



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UIN SUSKA RIAU





UIN SUSKA RIAU

Islamic University of Sultan Syarif Kasim Riau

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- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







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- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





an Syarif Kasim Riau

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

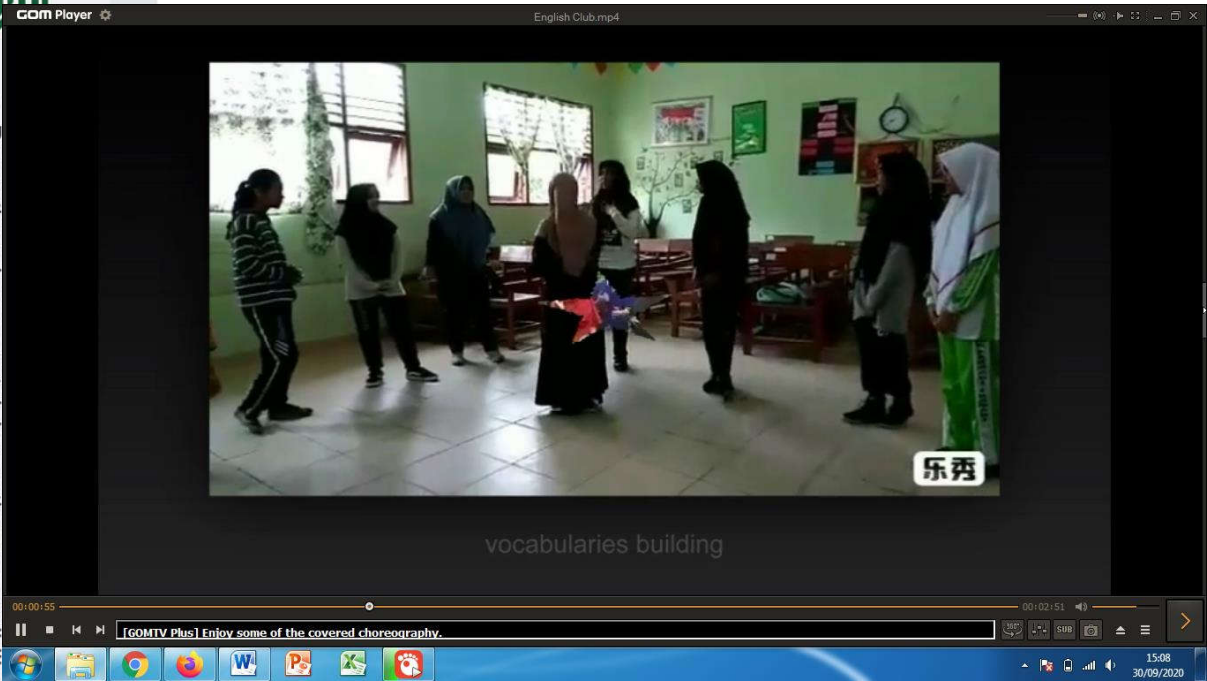




2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







an Syarif Kasim Riau

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





an Syarif Kasim Riau

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## QUESTIONNAIRE

Name : Supnatra Hermawan

Class : X.3.

Instruction :

Read each question well then give your response by giving checklist ( ) to the column Strongly Agree/ sangat setuju (SA), Agree/ setuju (A), Neutral/ netral (N), Disagree/ tidak setuju (D), Strongly Disagree/ sangat tidak setuju (SD), based on ypur real situation.

No	Question	SA	A	N	D	SD
1.	English club is useful in practicing my English speaking. (English club berguna dalam melatih kemampuan berbicara saya)		✓			
2.	English club encourage my willingness to practice speaking. (English club mendorong saya untuk berlatih berbicara)		✓			
3.	Practicing speaking in English club is fun. (Berlatih berbicara di English club itu menyenangkan)	✓				
4.	English club is important to increase my speaking ability. (English club penting untuk meningkatkan kemampuan berbicara saya)	✓				
5.	I prefer practicing speaking in English club than regular class. (Saya lebih suka berlatih berbicara di English club daripada kelas regular)	✓				
6.	I feel glad practicing speaking in English club. (Saya merasa senang berlatih berbicara di English club)	✓				
7.	I more motivated and interested practicing speaking in English club. (Saya lebih termotivasi dan tertarik berlatih berbicara di English club)	✓				
8.	English club activities are always encouraging my motivation to practice speaking with my friends. (Kegiatan-kegiatan di English club selalu mendorong motivasi saya untuk berlatih berbicara dengan teman-teman saya)		✓			
9.	I can share knowledge with my friends in practicing speaking at English club. (Saya bisa berbagi ilmu dengan teman-teman saya dalam berlatih berbicara di English club)		✓			
10.	English club is suitable medium in practicing my					



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Hak Cipta

1. Dilaran

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

- Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	English speaking. (English club adalah media yang cocok untuk berlatih berbicara bahasa Inggris)		✓			
11.	Facilities such as audiovisual, dictionary are needed to support the English club activity. (Fasilitas-fasilitas seperti audiovisual, kamus, sangat dibutuhkan untuk menunjang kegiatan English club)	✓				
12.	We always discuss about many option of themes in English club. (Kami selalu mendiskusikan berbagai macam temaketika di English club)		✓			
13.	Management of time while English club activity is suitable with the material given from the English club. (Managemen waktu selama kegiatan English club cocok dengan materi yang diberikan oleh English club)		✓			
14.	We always involved in any conversation so it can increase our speaking ability. (Kami sering dilibatkan dalam berbagai percakapan sehingga itu bisa meningkatkan kemampuan berbicara kami)		✓			
15	By joining the English club, I can solve the problem of speaking such as nervous. (Dengan bergabung dengan English club, saya bisa menyelesaikan / memecahkan permasalahan berbicara seperti grogi)	✓				

dan menyebutkan sumber:

State Islamic University of Sultan Syarif Kasim Riau



UIN SUSKA RIAU





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## QUESTIONNAIRE

Name : Sarah Ambarwati kumalasari

Class : X-3 FARMASI

Instruction :

Read each question well then give your response by giving checklist ( ) to the column Strongly Agree/ sangat setuju (SA), Agree/ setuju (A), Neutral/ netral (N), Disagree/ tidak setuju (D), Strongly Disagree/ sangat tidak setuju (SD), based on your real situation.

No	Question	SA	A	N	D	SD
1.	English club is useful in practicing my English speaking. (English club berguna dalam melatih kemampuan berbicara saya)	✓				
2.	English club encourage my willingness to practice speaking. (English club mendorong saya untuk berlatih berbicara)	✓				
3.	Practicing speaking in English club is fun. (Berlatih berbicara di English club itu menyenangkan)		✓			
4.	English club is important to increase my speaking ability. (English club penting untuk meningkatkan kemampuan berbicara saya)		✓			
5.	I prefer practicing speaking in English club than regular class. (Saya lebih suka berlatih berbicara di English club daripada kelas reguler)		✓			
6.	I feel glad practicing speaking in English club. (Saya merasa senang berlatih berbicara di English club)		✓			
7.	I more motivated and interested practicing speaking in English club. (Saya lebih termotivasi dan tertarik berlatih berbicara di English club)		✓			
8.	English club activities are always encouraging my motivation to practice speaking with my friends. (Kegiatan-kegiatan di English club selalu mendorong motivasi saya untuk berlatih berbicara dengan teman-teman saya)		✓			
9.	I can share knowledge with my friends in practicing speaking at English club. (Saya bisa berbagi ilmu dengan teman-teman saya dalam berlatih berbicara di English club)		✓			
10.	English club is suitable medium in practicing my					



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

jumlah dan menyebutkan sumber:

	English speaking. (English club adalah media yang cocok untuk berlatih berbicara bahasa Inggris)		✓				
11.	Facilities such as audiovisual, dictionary are needed to support the English club activity. (Fasilitas-fasilitas seperti audiovisual, kamus, sangat dibutuhkan untuk menunjang kegiatan English club)		✓				
12.	We always discuss about many option of themes in English club. (Kami selalu mendiskusikan berbagai macam temaketika di English club)		✓				
13.	Management of time while English club activity is suitable with the material given from the English club. (Managemen waktu selama kegiatan English club cocok dengan materi yang diberikan oleh English club)		✓				
14.	We always involved in any conversation so it can increase our speaking ability. (Kami sering dilibatkan dalam berbagai percakapan sehingga itu bisa meningkatkan kemampuan berbicara kami)		✓				
15	By joining the English club, I can solve the problem of speaking such as nervous. (Dengan bergabung dengan English club, saya bisa menyelesaikan / memecahkan permasalahan berbicara seperti grogi)	✓					



- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## QUESTIONNAIRE

Name : *Ananda Wulandari*

Class : *x-3 Farmasi*

Instruction :

Read each question well then give your response by giving checklist ( ) to the column Strongly Agree/ sangat setuju (SA), Agree/ setuju (A), Neutral/ netral (N), Disagree/ tidak setuju (D), Strongly Disagree/ sangat tidak setuju (SD), based on your real situation.

No	Question	SA	A	N	D	SD
1.	English club is useful in practicing my English speaking. ( <i>English club berguna dalam melatih kemampuan berbicara saya</i> )	✓				
2.	English club encourage my willingness to practice speaking. ( <i>English club mendorong saya untuk berlatih berbicara</i> )		✓			
3.	Practicing speaking in English club is fun. ( <i>Berlatih berbicara di English club itu menyenangkan</i> )		✓			
4.	English club is important to increase my speaking ability. ( <i>English club penting untuk meningkatkan kemampuan berbicara saya</i> )		✓			
5.	I prefer practicing speaking in English club than regular class. ( <i>Saya lebih suka berlatih berbicara di English club daripada kelas reguler</i> )		✓			
6.	I feel glad practicing speaking in English club. ( <i>Saya merasa senang berlatih berbicara di English club</i> )		✓			
7.	I more motivated and interested practicing speaking in English club. ( <i>Saya lebih termotivasi dan tertarik berlatih berbicara di English club</i> )		✓			
8.	English club activities are always encouraging my motivation to practice speaking with my friends. ( <i>Kegiatan-kegiatan di English club selalu mendorong motivasi saya untuk berlatih berbicara dengan teman-teman saya</i> )		✓			
9.	I can share knowledge with my friends in practicing speaking at English club. ( <i>Saya bisa berbagi ilmu dengan teman-teman saya dalam berlatih berbicara di English club</i> )		✓			
10.	English club is suitable medium in practicing my		✓			





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

	English speaking. (English club adalah media yang cocok untuk berlatih berbicara bahasa Inggris)		✓			
11.	Facilities such as audiovisual, dictionary are needed to support the English club activity. (Fasilitas-fasilitas seperti audiovisual, kamus, sangat dibutuhkan untuk menunjang kegiatan English club)		✓			
12.	We always discuss about many option of themes in English club. (Kami selalu mendiskusikan berbagai macam temaketika di English club)		✓			
13.	Management of time while English club activity is suitable with the material given from the English club. (Managemen waktu selama kegiatan English club cocok dengan materi yang diberikan oleh English club)		✓			
14.	We always involved in any conversation so it can increase our speaking ability. (Kami sering dilibatkan dalam berbagai percakapan sehingga itu bisa meningkatkan kemampuan berbicara kami)		✓			
15.	By joining the English club, I can solve the problem of speaking such as nervous. (Dengan bergabung dengan English club, saya bisa menyelesaikan / memecahkan permasalahan berbicara seperti grogi)		✓			

kan dan menyebutkan sumber:

State Islamic University of Sultan Syarif Kasim Riau





# YAYASAN UNIVERSITAS RIAU SMKF IKASARI PEKANBARU

Jl. Bangau Sakti/ Mawar No. 98 Panam, Kel. Simpang Baru, Kec. Tampan  
Telp. 0761 8417175, Fax : 0761 8417176, Email : smkf.ikasari@yahoo.com  
PEKANBARU – RIAU

NSS : 61.209.6005.001  
NPSN : 10404458



Nomor : 003.SMF.13.11.20. 139

Pekanbaru, 13 Nopember 2020

Lamp : -

Hal : Balasan Surat Izin Melakukan Pra Riset..

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Keguruan  
UIN Sultan Syarif Kasim Riau  
Pekanbaru

Assalamu'alaikum Wr. Wb.

Sehubungan dengan surat Saudara, Nomor : Un.04/F.II.4/PP.00.9/11711/2020, perihal Permohonan izin Melakukan Pra Riset, maka melalui surat ini kami menyatakan bersedia untuk member izin kepada :

NO	Nama	NIM	PRODI
1	FITRI YANTI	11614200718	Pendidikan Bahasa Inggris

Untuk melakukan Pra Riset di SMK Farmasi Ika Sari Yayasan Universitas Riau Pekanbaru.

Demikian surat ini disampaikan, terima kasih.

Kepala Sekolah,  
  
ENDRIA ERMAN, S.Si

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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SMKF IKASARI PEKANBARU

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PEKANBARU – RIAU

NSS: 61.209.6005.001  
NPSN: 10404458  
Akreditasi: A



Nomor : 003.SMF.13.12.20. 152  
Lamp. : -  
Hal : Izin Riset/Penelitian.

Pekanbaru, 01 Desember 2020

Kepada Yth.  
Dekan Fakultas Tarbiyah dan Keguruan  
UIN Sultan Syarif Kasin Riau  
Pekanbaru.

Sehubungan dengan surat rekomendasi dari Dinas Pendidikan Pekanbaru Nomor :  
071/Disdik/1.3/2020/10978 perihal Izin Riset/Penelitian, maka melalui surat ini kami  
menyatakan bersedia untuk memberi izin kepada :

Nama : FITRI YANTI  
NIM : 116142007180  
Program Studi : Pendidikan Bahasa Inggris  
Jenjang : S1  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Untuk melakukan Riset/Penelitian di SMK Farmasi Ika Sari Yayasan Universitas Riau  
Pekanbaru.

Demikian disampaikan, terima kasih.

a/n Kepala Sekolah SMKF Ika Sari

Kepala Tata Usaha,

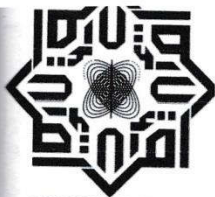


ALMASRI

Visi :

"Menjadi sekolah kejuruan dengan kompetensi unggul, profesional dan mandiri  
di tingkat nasional dan internasional berlandaskan IPTEKS dan IMTAQ"





UIN SUSKA RIAU

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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم

FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/13723/2020  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 19 November 2020 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : FITRI YANTI  
NIM : 11614200718  
Semester/Tahun : IX (Sembilan)/ 2020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis of English Club on Students' Speaking Ability at SMK farmasi Ikasari Pekanbaru

Lokasi Penelitian : SMKf Ikasari Pekanbaru

Waktu Penelitian : 3 Bulan (19 November 2020 s.d 19 Februari 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
Dekan

Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP. 19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



# PEMERINTAH PROVINSI RIAU DINAS PENDIDIKAN

JALAN CUT NYAK DIEN NO. 3 TELP. 22552/21553  
PEKANBARU

Pekanbaru, 24 NOV 2020

Nomor : 071/Disdik/1.3/2020/ 10978  
Sifat : Biasa  
Lampiran :  
Hal : Izin Riset / Penelitian

Kepada  
Yth. Kepala SMKF Ikasari Pekanbaru

di-  
Pekanbaru

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISSET/36549 Tanggal 19 November 2020 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : FITRI YANTI  
NIM : 116142007180  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S1  
Alamat : PEKANBARU  
Judul Penelitian : AN ANALYSIS OF ENGLISH CLUB ON STUDENTS' SPEAKING ABILITY AT SMKF IKASARI PEKANBARU  
Lokasi Penelitian : SMKF IKASARI PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

1. Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
2. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
3. Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.

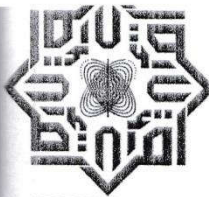
An. KEPALA DINAS PENDIDIKAN  
PROVINSI RIAU  
SEKRETARIS

Dr. Eng. YUSRI, S.Pd., S.T., M.T  
Pembina Tingkat I  
NIP. 19661231 199102 1 007

Tembusan:  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





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KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

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Fax. (0761) 561647 Web. www.ftk.uinsuska.ac.id, E-mail: eftak\_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/13723/2020  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : *Mohon Izin Melakukan Riset*

Pekanbaru, 19 November 2020 M

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

*Assalamu 'alaikum warahmatullahi wabarakatuh*

Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : FITRI YANTI  
NIM : 11614200718  
Semester/Tahun : IX (Sembilan)/ 2020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : An Analysis of English Club on Students' Speaking Ability at SMK farmasi Ikasari Pekanbaru

Lokasi Penelitian : SMK Ikasari Pekanbaru

Waktu Penelitian : 3 Bulan (19 November 2020 s.d 19 Februari 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Rektor  
Dekan  
  
Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP. 19740704 199803 1 001

Tembusan :  
Rektor UIN Suska Riau

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : [dpmptsp@riau.go.id](mailto:dpmptsp@riau.go.id)

**REKOMENDASI**

Nomor : 503/DPMPTSP/NON IZIN-RISET/36549  
T E N T A N G



**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : 04/F.II/PP.00.9/13723/2020 Tanggal 19 November 2020**, dengan ini memberikan rekomendasi kepada:

- |                      |   |   |
|----------------------|---|---|
| 1. Nama              | : | <b>FITRI YANTI</b>  |
| 2. NIM / KTP         | : | 116142007180  |
| 3. Program Studi     | : | PENDIDIKAN BAHASA INGGRIS   |
| 4. Jenjang           | : | S1  |
| 5. Alamat            | : | PEKANBARU   |
| 6. Judul Penelitian  | : | <b>AN ANALYSIS OF ENGLISH CLUB ON STUDENTS' SPEAKING ABILITY AT SMK IKASARI PEKANBARU</b> |
| 7. Lokasi Penelitian | : | SMKF IKASARI PEKANBARU  |

Dengan ketentuan sebagai berikut:

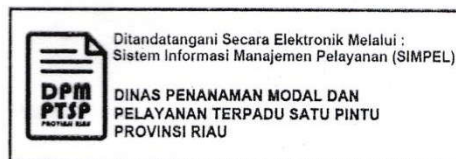
Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru  
Pada Tanggal : 19 November 2020



Revisi :

Salin dan sampaikan Kepada Yth :

Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru  
Kepala Dinas Pendidikan Provinsi Riau  
Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru  
Yang Bersangkutan

2. a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumpulkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

22:39

4G+ 38%

Untitled form

Questions

Responses 34

Read each question well then give your response by giving checklist ( ) to the column Strongly Agree/sangat setuju (SA), Agree/setuju (A), Neutral/netral (N), Disagree/tidak setuju (D), Strongly Disagree/sangat tidak setuju (SD), based on your real situation.

**\* Required**

What is your name? \*

Erra manisa putri

Which class are you? \*

XI 2 Farmasi

English club is useful in practicing my English speaking. (English club berguna dalam melatih kemampuan berbicara saya) \*

☐

 SA (Strongly Agree/ Sangat setuju)
 

☐

 A (Agree/ Setuju)
 

☐

 N (Neutral/ Netral)
 

☐

 D (Disagree/ Tidak setuju)
 

☐

 SD (Strongly Disagree/ Sangat tidak setuju)



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

22:40

38%

Untitled form

Questions

Responses 34

Responses cannot be edited

QUESTIONNAIRE

instruction:

Read each question well then give your response by giving checklist ( ) to the column Strongly Agree/sangat setuju (SA), Agree/setuju (A), Neutral/netral (N), Disagree/tidak setuju (D), Strongly Disagree/sangat tidak setuju (SD), based on your real situation.

**\* Required**

What is your name? \*

Delpariza Rafdha

Which class are you? \*

XI.2 Farmasi

English club is useful in practicing my English speaking. (English club berguna dalam melatih kemampuan berbicara saya) \*





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

masalah.

UIN Suska Riau

22:40



4G+ 38%



## Untitled form

Questions

Responses

34

Responses cannot be edited

# QUESTIONNAIRE

instruction:

Read each question well then give your response by giving checklist ( ) to the column Strongly Agree/sangat setuju (SA), Agree/setuju (A), Neutral/netral (N), Disagree/tidak setuju (D), Strongly Disagree/sangat tidak setuju (SD), based on your real situation.

\* Required

What is your name? \*

ADE BASA SIREGAR

Which class are you? \*

XI.1 Pharmacist

English club is useful in practicing my English speaking. (English club berguna dalam melatih kemampuan berbicara saya) \*





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

22:41 4G+ 38%

Untitled form

Questions Responses 34

Responses cannot be edited

# QUESTIONNAIRE

instruction:  
Read each question well then give your response by giving checklist ( ) to the column Strongly Agree/sangat setuju (SA), Agree/setuju (A), Neutral/netral (N), Disagree/tidak setuju (D), Strongly Disagree/sangat tidak setuju (SD), based on your real situation.

\* Required

What is your name? \*

Tiara Shena Vinanda

Which class are you? \*

XI.3 Farmasi

English club is useful in practicing my English speaking. (English club berguna dalam melatih kemampuan berbicara saya) \*



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

masalah.

UIN Suska Riau

22:41



4G+ 38%



## Untitled form

Questions

Responses

34

Responses cannot be edited

# QUESTIONNAIRE

instruction:

Read each question well then give your response by giving checklist ( ) to the column Strongly Agree/sangat setuju (SA), Agree/setuju (A), Neutral/netral (N), Disagree/tidak setuju (D), Strongly Disagree/sangat tidak setuju (SD), based on your real situation.

\* Required

What is your name? \*

Khairani

Which class are you? \*

XL6 farmasi

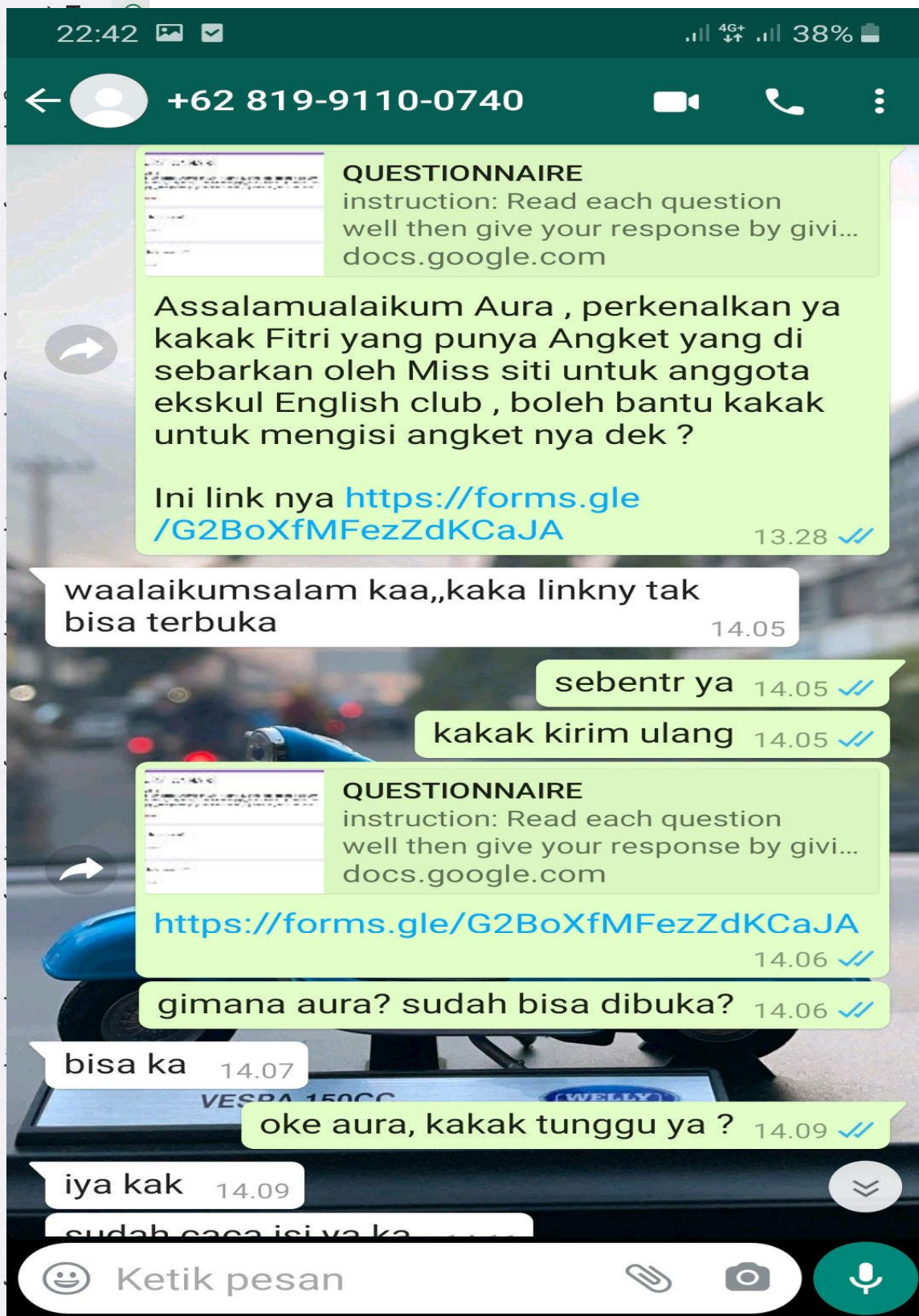
English club is useful in practicing my English speaking. (English club berguna dalam melatih kemampuan berbicara saya) \*







2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





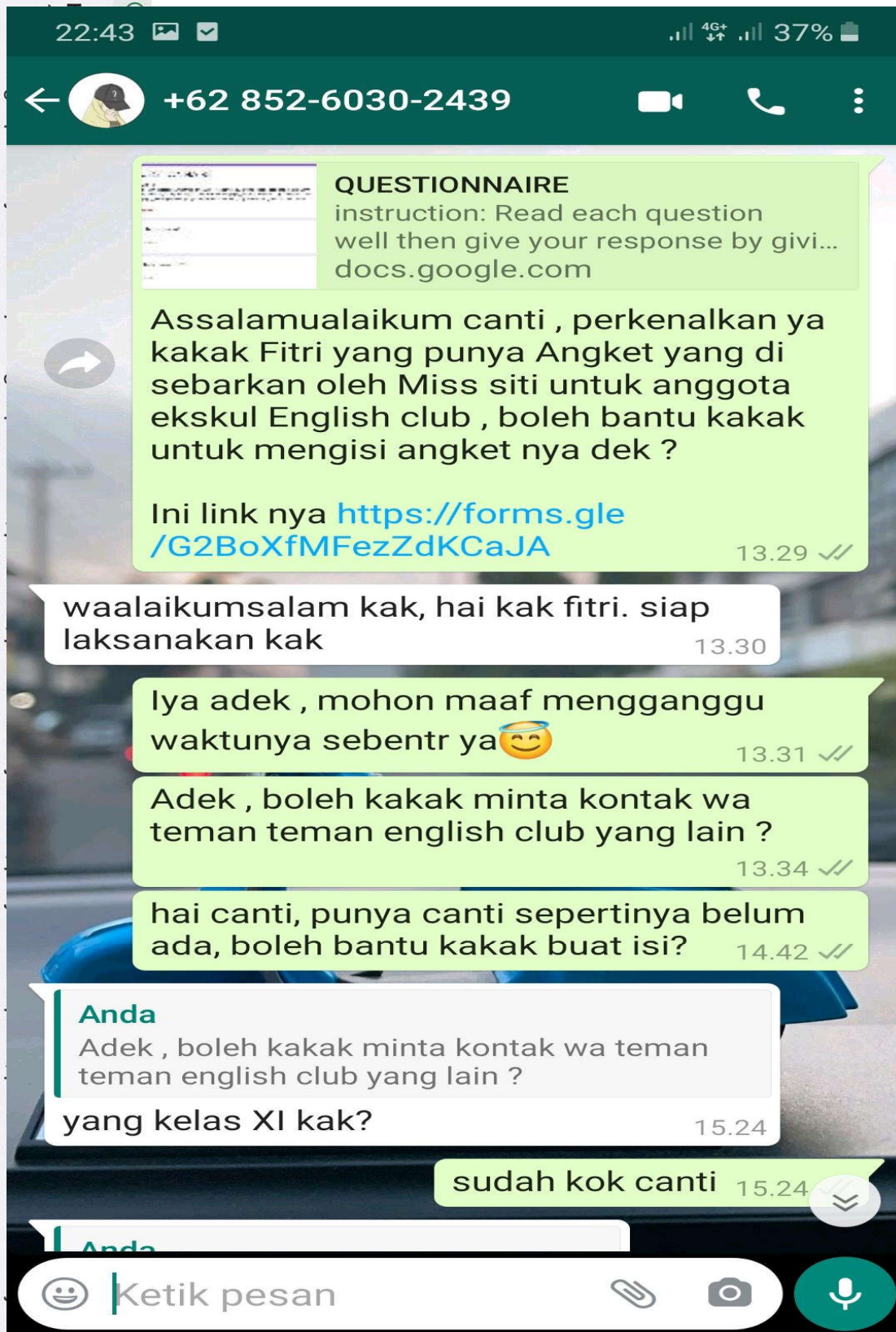
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







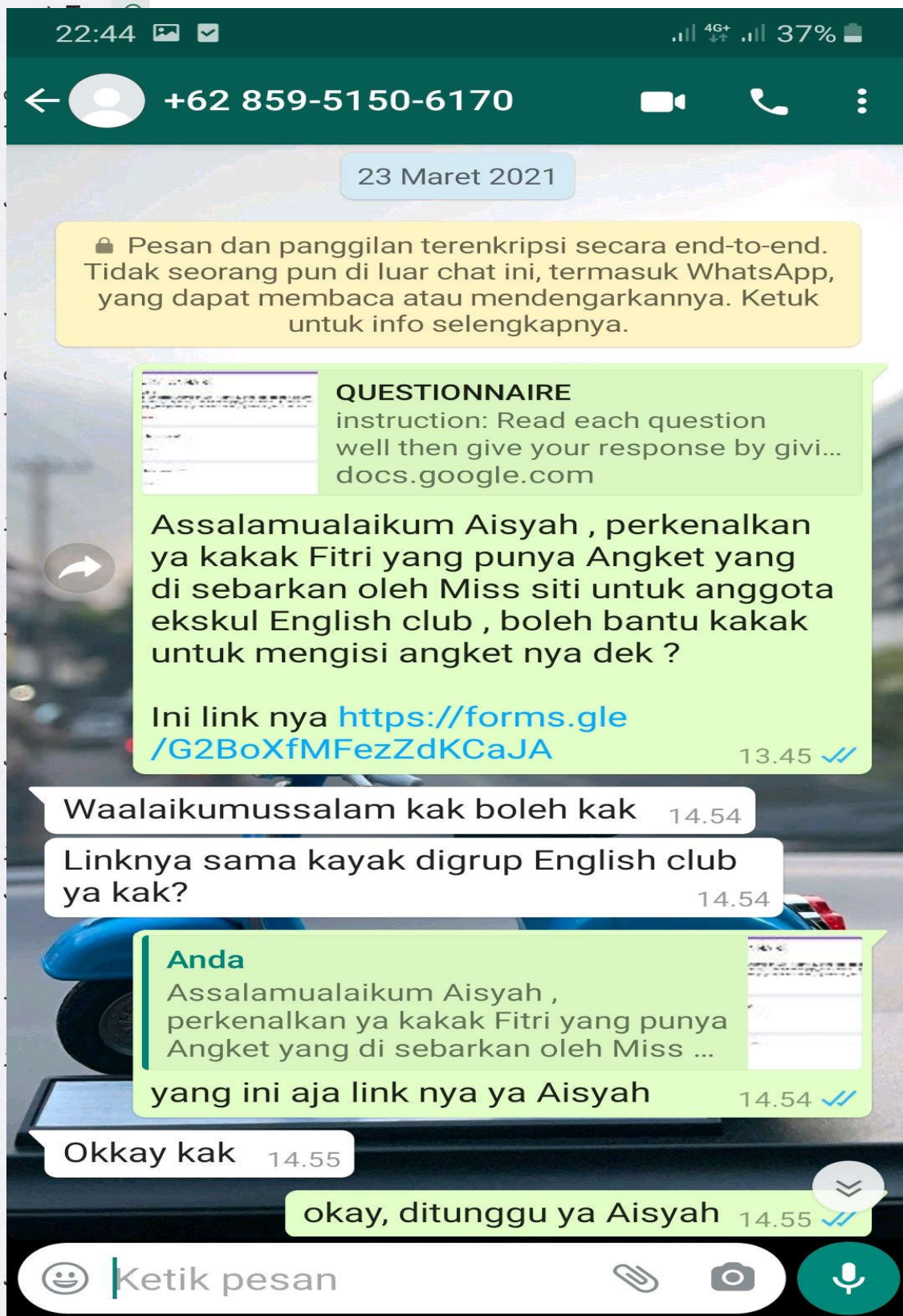
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





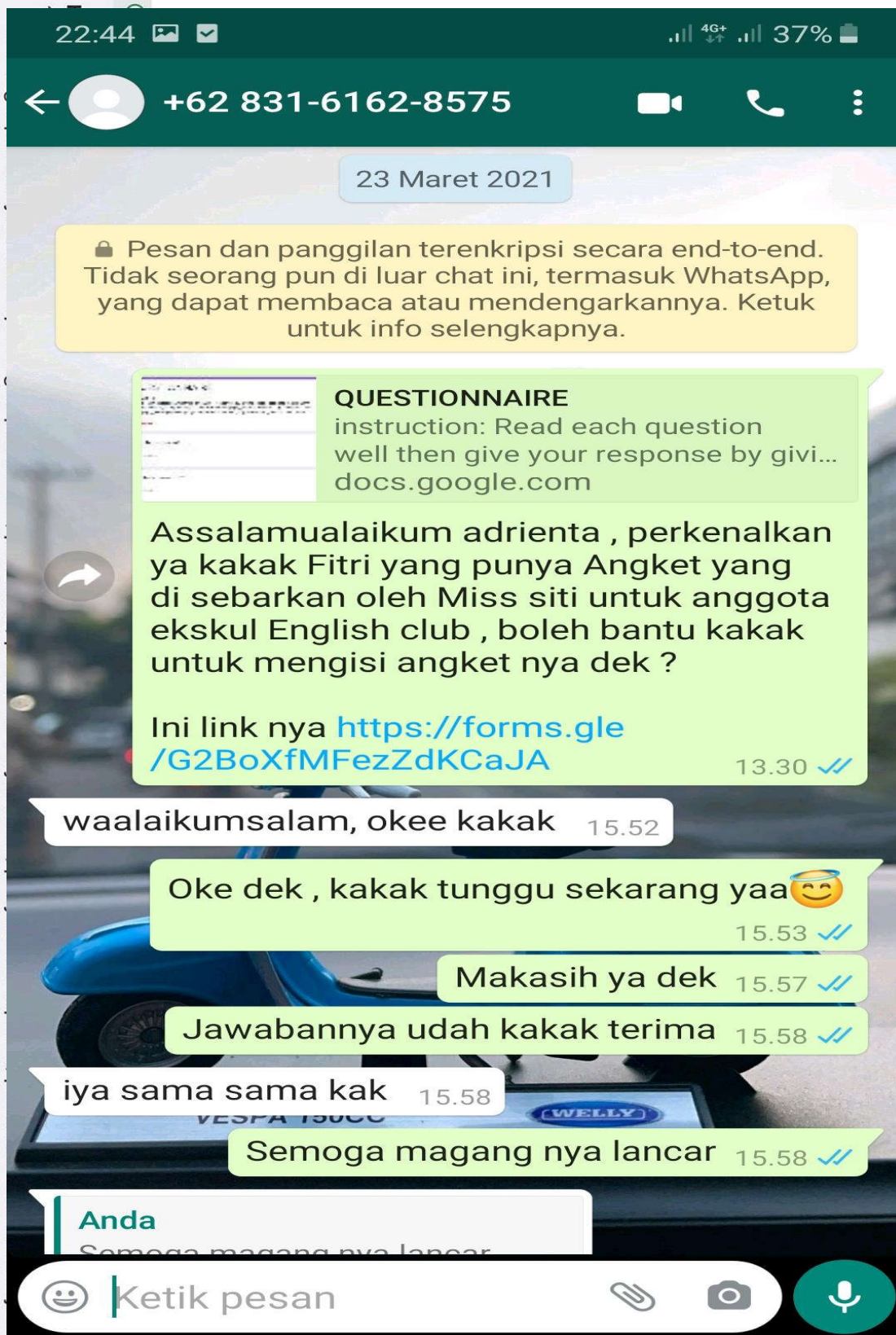


b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





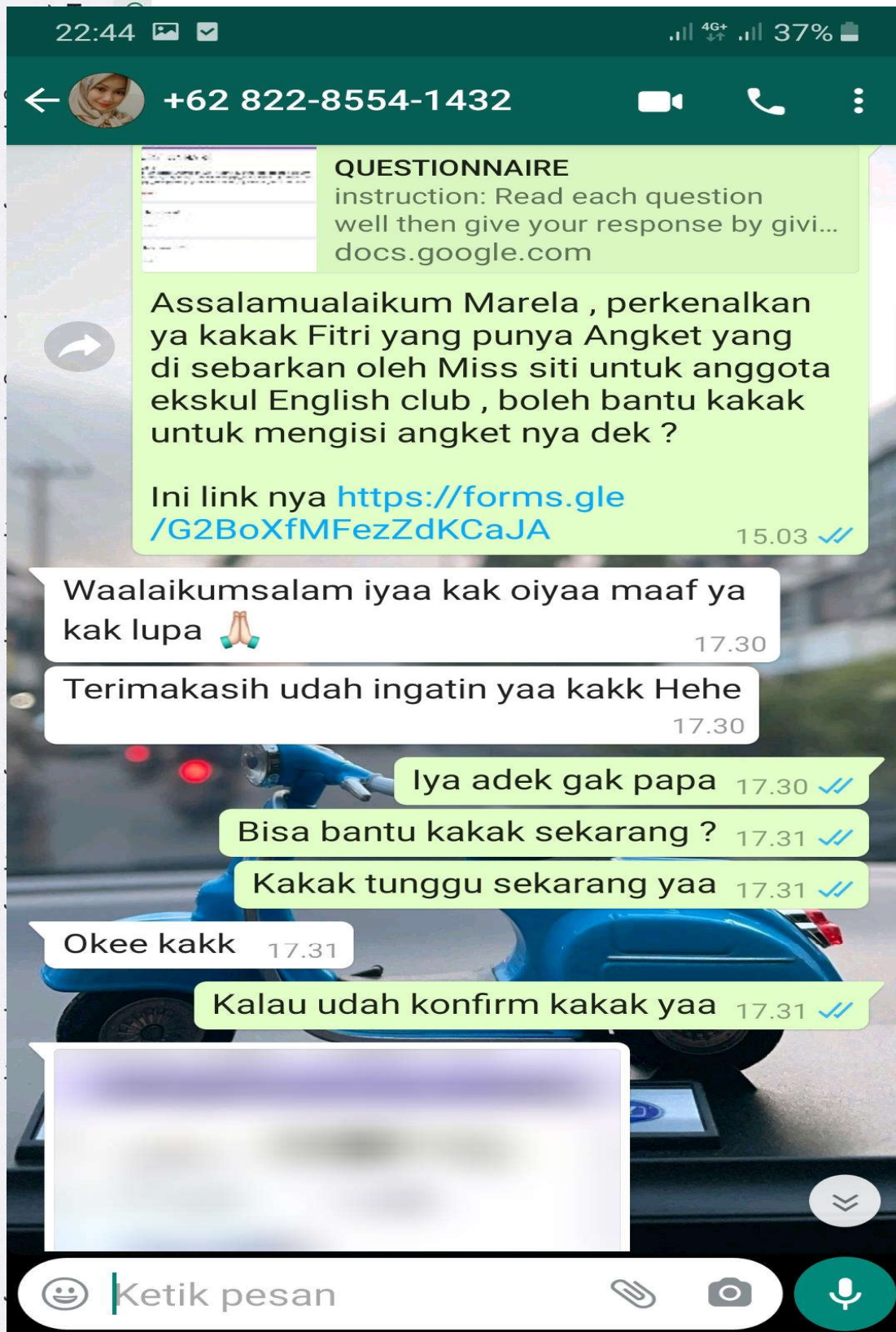
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.  
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







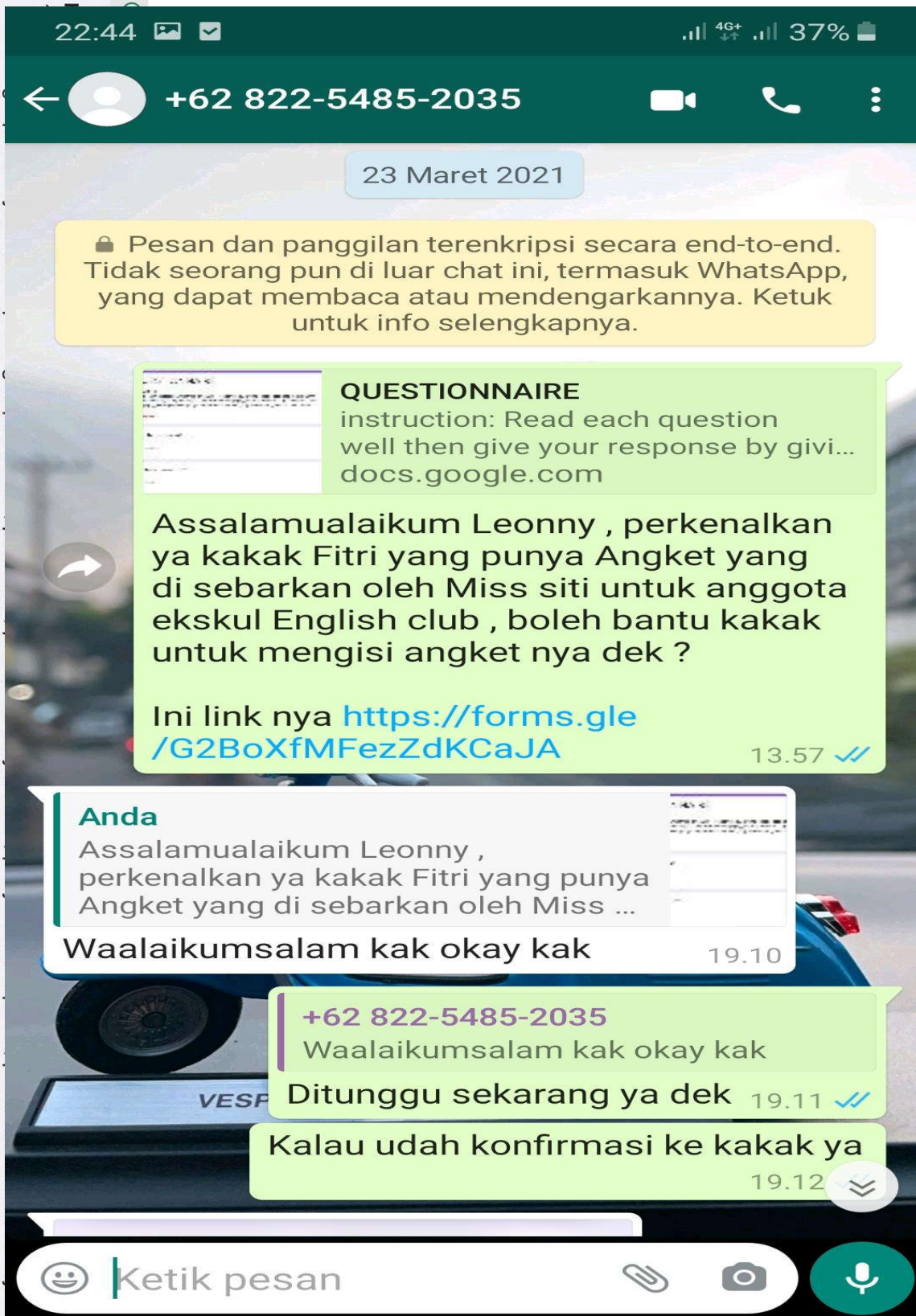
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.







2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.





## CURRICULUM VITAE

The researcher's name is Fitri Yanti and she was born in Petapahan on January 29<sup>th</sup> 1998. She is the daughter from Mr Dahari and Mrs Sabariah. The researcher had finished her study at SDN 001 Petapahan, and she continued her study at MTS Darel Hikmah Boarding school Pekanbaru, then she continue her study at MA Darel Hikmah Boarding school Pekanbaru, then she continue her study at Islamic University Sultan Syarif Kasim of Riau at English Education Department, faculty of Education and Teacher Training. On July until August 2019 she was doing KKN in Tanjung Kuyo, Pelalawan and also doing field teacher practice (PPL) in MA Diniyyah Puteri Pekanbaru on October until December 2019.

She followed the final examination of her thesis which entitled: An Analysis of English Club Activity on Helping Students' Speaking Ability at SMK Farmasi Ikasari Pekanbaru, on 30<sup>th</sup> July, 2021. She passed her final examination and got her Bachelor Degree of English Education Department at Islamic University Sultan Syarif Kasim of Riau.

Penyusunan dan penulisan ini tanpa mencantumkan dan menyebutkan sumber:

a. Penulisan karya ilmiah, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak mengutipkan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

